Crowley Independent School District

Poynter Elementary - TIP

2021-2022 Targeted Improvement Plan

Superintendent:
DCSI/Grant Coordinator:

Principal: Shaketa Traylor
ESC Case Manager:
ESC Region:

Assurances

DCSI/Grant Coordinator

I, the District Coordinator of School Improvement/Grant Coordinator, attest that I will provide or facilitate the provision of all the necessary district-level commitments and support mechanisms to ensure the successful implementation of the Targeted Improvement Plan for this campus. I understand I am responsible for the implementation of all intervention requirements. If I am the principal supervisor, I understand I am responsible for ensuring the principal carries out the plan elements as indicated herein.

Signature:

Principal Supervisor

I, as supervisor of the principal for this campus, attest that I will coordinate with the DCSI/Grant Coordinator to provide or facilitate the provision of all the necessary district-level commitments and support mechanisms to ensure the principal I supervise can achieve successful implementation of the Targeted Improvement Plan for this campus. I understand I am responsible for ensuring the principal carries out the plan elements as indicated herein.

Signature:

Principal

I, as principal for this campus, attest that I will coordinate with the DCSI/Grant Coordinator (and my supervisor, if they are not the same person) to use the district-provided commitments and support mechanisms to ensure the successful implementation of the Targeted Improvement Plan for this campus. I agree to carry out the plan elements as indicated herein.

Signature: Shaketa Traylor

Table of Contents

Data Analysis

Domain 1

Domain 1: What accountability goal has your campus set for this year? Be sure to include how you determined the goal for each domain and how these goals will impact your overall Accountability Rating.

In Domain 1, Poynter Elementary has set an eond of year goal on 2021 STAAR as noted below.

Approaches = 80%

Meets= 50%

Masters= 20%

If the following criteria is met

	App	Meet	Master
3rd	52	33	13
	80%	50%	20%
4th	61	38	15
	80%	50%	20%
5th	55	35	14
	80%	50%	20%

Domain 2A or 2B

Domain 2A or 2B: What accountability goal has your campus set for this year? Be sure to include how you determined the goal and how these goals will impact your overall Accountability Rating.

<u>**Domain 2A:**</u> Our campus will improve student performance in Domain 2A by increasing our Academic Growth Raw Score Value from 66 to 80.

Domain 3

Domain 3: What accountability goal has your campus set for this year? Be sure to include how you determined the goal for each domain and how these goals will impact your overall Accountability Rating.

Per our 2021 Closing the Gaps Report, we will target the following subpopulations/subjects for improvement in order to reach required federal targets at the "Meets" level or above, thereby improving our overall campus rating:

<u>Reading:</u>

All Students 26% to 44%

African American Students 19% to 32%

Economically Disadvantaged Students 25% to 33%

Special Education Students 9% to 19%

<u>Math:</u>

All Students 11% to 46%

African American Students 6% to 31%

Hispanic Students 15% to 40%

Economically Disadvantaged Students 9% to 36%

Subject Areas and Student Groups

Which subjects are a focus this year when thinking about student performance? Why have you identified these specific subject areas? What is the intended impact on your accountability domain scores?

Per our 2021 Closing the Gaps Report, we will target the following subpopulations/subjects for improvement in order to reach required federal targets at the "Meets" level or above, thereby improving our overall campus rating:

Reading:

All Students 26% to 44%

African American Students 19% to 32%

Economically Disadvantaged Students 25% to 33%

Special Education Students 9% to 19%

Math:

All Students 11% to 46%

African American Students 6% to 31%

Hispanic Students 15% to 40%

Economically Disadvantaged Students 9% to 36%

Which student group outcomes are you targeting in these goals? What is the intended impact on your accountability domain scores?

Essential Actions

Essential Action : Develop campus instructional leaders with clear roles and responsibilities.
Implementation Level: Partial Implementation

Essential Action : Recruit, select, assign, induct and retain a full staff of highly qualified educators.
Implementation Level: Not Yet Started

Essential Action : Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations.
Implementation Level: Not Yet Started

Essential Action : Daily use of high-quality instructional materials aligned to instructional planning calendars and interim and formative assessments.
Implementation Level: Partial Implementation

Essential Action : Effective classroom routines and instructional strategies.
Implementation Level: Planning for Implementation

Essential Action : Data-driven instruction.
Implementation Level: Planning for Implementation

Cycles

Cycle 1 - (Sept – Nov)

    Did you achieve your student performance data goals? Why or why not?: None

Cycle 2 - (Dec – Feb)

Did you achieve your student performance data goals? Why or why not?: None

Cycle 3 - (Mar – May)

Did you achieve your student performance data goals? Why or why not?: None

Cycle 4 - (Jun – Aug)

Title I Components

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

Comprehensive Needs Assessment Summary for 2021-2022

Campus:	Poynter Elementary #110		
Data Sources Reviewed:	1. 2020-2021 STAAR Results, 2021 TEA Closing Gaps Report 2. District Quick Checks, Benchmarks, Six Weeks Report Cards, BAS Data, TTESS/Walkthrough Data 3. Parent Participations Rosters	4. Staff Feedback/Input	
Area Reviewed	**Summary of Strengths** What were the identified strengths?	**Summary of Needs** What were the identified needs?	**Priorities** What are the priorities for the campus, including how federal and state program funds will be used?
Demographics	1. Diversity among student populations 2. Campus Demographics: Black 51%; Hispanic 29%; Asian 3%; White 12%	1. Close the achievement gap between Eco. Dis., African American, and Hispanic students 2. Push for submission of all free and reduced lunch forms 3. 464 students currently enrolled; 464 students enrolled; 93 students withdrew	1. Allocate funding toward increasing African American/Hispanic/Eco. Dis. student academic performance

Comprehensive Needs Assessment Summary for 2021-2022

Student Achievement

1. Student data is used to improve achievement by determining areas of strengths/weaknesses to create appropriate intervention plans and/or professionals development for teachers
2. Intervention opportunities offered to aide student achievement are as follows: morning intervention campuswide LLI intervention; afternoon intervention block and after school tutorial program; instructional grouping
3. Assessment data is displayed outside classrooms & in hallways
4. Student conferences held with students and/or teacher, principal, assistant principal,and ISSs

---

1. (Meets-ALL): Reading 26%, Math 11%
2. African American Population (Meets): Reading 19%%; Math 11%
3. Ensure all students are successful in advancing to the next grade level reading through usage of Lexia, Fountas & Pinnel, and reading fluency checks
4. Ensure all grade levels are including higher order thinking questions, skills and application, through continued monitoring of lesson plans and walkthroughs, PLC meetings and PD.
5. Progress Monitoring Checkpoints
6. Conduct data meetings to monitor Quick Check/Benchmark data each six weeks to determine weaknesses/strengths and areas of needed intervention.
7. Small group instruction provided by classroom teacher and content specific interventionist.
19. Address attendance and tardies
20. Monitor teacher insturctional practices by conducting weekly teacher walkthroughs and/or conferences
21. Instructional Support Specialist will provide staff development and assist teachers in the implementation of Benchmark Curriculum and Blended Learning Math

---

1. Allocate funding towards mathematics and reading interventions for students.
2. Increase campus expectations that all studens will graduate high school with the option for college through various activities.
3. Continue to disaggregate data to monitor student achievement and progress including increases in all subgroups
4. Small group instruction provided teachers aand reading/math interventionist

School Culture and Climate	1. Increase in building collaboration and cohesiveness 2. Team building	1. Creating a sense of community amongst staff members 2. Increase staff morale through more team building activities 3. Continue to provide treats/incentives for morale and rewards 4. Bulldog of the Month program 5. Ownership of student success across grade levels 6. Appropriate intervention lesson planning & delivery	1. Provide professional development regarding discipline and PBIS. 2. Implement a character program 3. Actively seek out more building relationships with community sponsors 4. Recognize employee achievements through Teacher of the Year & written communication. 5. Continue identifying needs through disaggregating data & staff surveys 6. Allocate funding towards more community events on campus		
Staff Quality/ Professional Development	1. Increase in Balanced Literacy, Data Analysis, Higher Order Thinking Strategy Implementation and Blended Learning Math.	1. Increase in training for new teachers 2. Implementation of quality instructional best practices 3. Differentiated Instruction 4. Increase in technology usage 5. Classroom Mangagement Strategies 6. Appropriate intervention lesson planning and delivery	1. Campus Leadership team will ensure instruction is at the appropriate level of rigor 2. Provide professional development regarding discipline and PBIS. 3. Allocate funds towards research-based intervention materials & new teacher training 4. Provide SEL training for staff		
Curriculum, Instruction, and Assessment	1. Incresae in teacher use of Curriculum Guides 2. Teacher use of curriculum materials	1. Increase in training for new teachers 2. Classroom Management Strategies 3. Increase instructional technology usage 4. Differentiated Instruction 5. Implementation of quality instructional best practices 6. Increase of PTA involvement	1. Seek programs to increase family involvement 2. Find more ways to enlist parent involvement directly in the classroom. 3. Provide staff development to increase proficiency of programs such as: Lexia/Amplify and Dreambox		

Family and Community Involvement	1. Curriculum 2. Parent Conferences 3. Math, Science & Literacy Nights 4. School newsletters 5. Family Involvement Events 6. STAAR Parent Meeting 7. Parent University Sessions (counselor lead) 8. 9. Faculty and staff have the opportunities to express opinions in PLCs, CPOC, PBIS Team and faculty meetings. 10. Use of computer	1. Increase of parental involvement in academic events 2. Increase local partnerships 3. Increase effective parent & teacher communication 4. Continue to implement activities to invite families to Poynter Elementary 5. Decrease in the number of bullying incidents	1. Provide training for parents/staff on bullying	
School Context and Organization	1. Campus Emergency Plans 2. Faculty and staff have the opportunities to express opinions in PLCs, CPOC, PBIS Team and faculty meetings.	1. Consistency of campus procedures 2. Consistent appropriate use of technology in classroom instruction	1. Provide training for parents/staff on bullying	
Technology	1. 1:1 Technology (Chromebooks) 2. Grades submitted online 3. Parent Portal Access is available to parents	1. Consistent appropriate use of technology in classroom instruction. 3.	1. Purchase of web-based math, reading and science materials for spiral review	

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

The campus improvement plan was created based upon our comprehensive needs assessment. Campus administration evaluated the strengths and weaknesses to formulate problem statements, root causes, and strategies to target designated areas.

2.2: Regular monitoring and revision

Formative reviews will be conducted in October, January, April, and a Summative review will be conducted in July. The administration will review the strategies and areas of progress quarterly with the campus staff and CPOC.

2.3: Available to parents and community in an understandable format and language

Our Campus Improvement Plan will be available for the community and parents to view via our campus website and during CPOC meetings.

2.4: Opportunities for all children to meet State standards

We implement a guaranteed and viable curriculum for all students using research-based planning, instructional, and assessment practices. Our campus provides targeted intervention for all students through tiered instruction. Teachers meet weekly to discuss best practices and student data to ensure students stay on track and/or receive needed intervention.

2.5: Increased learning time and well-rounded education

We developed a school-wide master schedule that includes a staggered intervention block so all students can receive intervention and enrichment at school. All classroom teachers have a designated 30 minute, daily intervention block to provide support in the areas of reading and math.

2.6: Address needs of all students, particularly at-risk

We implement a rapid and responsive intervention system to monitor the progress of all students throughout the year and provide targeted and individualized interventions. Professional Learning Communities with a focus on data analysis are held with teachers on a continual basis. Teachers and administration discuss individual student progress, skill deficit areas, and best practices to provide intervention to students in targeted small groups.

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

Our Annual Title I Meeting was held on October 7th to discuss the purpose of Title I and our Parent and Family Engagement Policy. A paper copy of the Parent and Family Engagement Policy was also disseminated to all families. We have several tentative parent meetings and programs for parents to engage in throughout the year.

3.2: Offer flexible number of parent involvement meetings

With collaboration from our PTA and 21st Century Programming, our campus provides several opportunities for parent to engage in such as Meet the Teacher, Field Day, Family Week, Literacy Night, Science Night, and Open House.

Student Data

Core Metrics	Sub Metrics		Grade	Student Group	Subject Tested	Performance Level	Summative Assessment	2019 Results	2021 Results	2021 Participation Rates	Cycle 1			Cycle 2			2022 Accountability Goal	
											Assessment Type	Formative Goal	Actual Results	Assessment Type	Formative Goal	Actual Results	Summative Goal	Actual Results
1. Domain 1	# of Students at Approaches, Meets, and Masters		All	All	Reading	Approaches	STAAR	67	50	98	District Created Benchmark	62		District Created Benchmark	65		68	
			All	All	Reading	Meets	STAAR	36	27	98	District Created Benchmark	29		District Created Benchmark	32		35	
			All	All	Reading	Masters	STAAR	20	12	98	District Created Benchmark	14		District Created Benchmark	17		20	
			All	All	Mathematics	Approaches	STAAR	75	42	98	District Created Benchmark	62		District Created Benchmark	65		68	
			All	All	Mathematics	Meets	STAAR	37	11	98	District Created Benchmark	27		District Created Benchmark	30		33	
			All	All	Mathematics	Masters	STAAR	23	7	98	District Created Benchmark	14		District Created Benchmark	17		20	
			All	All	Science	Approaches	STAAR		38	98	District Created Benchmark	37		District Created Benchmark	40		43	
			All	All	Science	Meets	STAAR		8	98	District Created Benchmark	5		District Created Benchmark	8		11	
			All	All	Science	Masters	STAAR		0	98	District Created Benchmark	0		District Created Benchmark	0		2	
			All	All	Writing	Approaches	STAAR	55										
			All	All	Writing	Meets	STAAR	22										
			All	All	Writing	Masters	STAAR	5										
2. Domain 3	Focus 1	Academic Growth Status	All			NA												
	Focus 2		All			NA												

Addendums

CAMPUS COMPLIANCE ADDENDUM

STATE MANDATES IMPLEMENTATION REFERENCE

Texas law and Board Policies mandate the following be addressed with strategies for improving student performance. To increase the campus/district's ability to focus on a limited number of targeted initiatives in this improvement plan, the campus/district will plan, implement, monitor and evaluate the following mandates through other procedures and practices. When requested, the Person Responsible will report progress to the campus/district site- based committee.

MANDATE	REFERENCES	PERSON RESPONSIBLE	LOCATION OF IMPLEMENTATION and EVALUATION DOCUMENTATION
1. Comprehensive Needs Assessment -	Title I Program Guide TEC 11.253 TEC 11.251 Board Policy BQB (Local/Legal)	Campus Principal	Targeted Improvement Plan – Title I Components
2. Instructional methods for all student groups not achieving their full potential	TEC 11.252(a)(3)(A)	Executive Director of Curriculum & Instruction	District Improvement Plan Strategies CISD Responsive Intervention Webpage
3. Violence Prevention and Intervention	TEC 11.253(d)(8) Board Policy FFI(Local) Board Policy FFH(Local)	Chief of Student Services	District Improvement Plan Strategies CISD Bullying Prevention Webpage FFI (Local) FFH (Local)
4. Accelerated Education	TEC 11.252(3)(H)	Director of Gifted & Talented, AVID, and Advanced Academics	Gifted & Talented Education Webpage EHBB (Local)

MANDATE	REFERENCES	PERSON RESPONSIBLE	LOCATION OF IMPLEMENTATION and EVALUATION DOCUMENTATION
4. Dropout Prevention	TEC 11.252	Director of Counseling Principal, Crowley Learning Center	CISD Response Intervention Webpage BQA (Legal) and BQB (Legal) Dropout Process Information
5. Recruiting Certified Teachers and Highly-Qualified Paraprofessionals ● Assisting teachers and paraprofessionals to meet certification requirements and/or highly qualified requirements ● Strategies and activities to ensuring the campus and district is making progress toward having all classes taught by state certified, highly effective teachers ● Ensuring that teachers are receiving high-quality professional development ● Attracting and retaining certified, highly effective teachers	ESSA	Chief of Staff and Governance	District Improvement Plan Strategies
6. Staff development for professional staff	TEC 11.252(3)(F)	Executive Director of Professional Development and Social Emotional Learning	CISD Professional Learning Department Webpage
7. Attendance Crowley ISD has implemented School Innovations & Achievement's (SA&I) Attention2Attendance program, which is an award-winning early warning and attendance intervention system designed to increase learning time for all students and improve site and parent relationships. It helps remove administrative burden from staff and enhance school culture and climate.	TEC 11.253(d)(10)(c)	Chief of Student Services	Attention2Attendance Program Information

MANDATE	REFERENCES	PERSON RESPONSIBLE	LOCATION OF IMPLEMENTATION and EVALUATION DOCUMENTATION
8. Parental Involvement All school activities will give proper consideration to the involvement of families. Each school has a Campus Performance Objectives Committee (CPOC) consisting of parents, teachers, administrators, community members and other school staff. The committee will meet regularly and annually update the Campus Parent and Family Engagement Plan. The goal is to have parents play a vital role in decision making regarding the Title I program.	TEC 11.253(d)(9) Title I Program Guide	Coordinator of Stakeholder Involvement	CISD Parent & Family Engagement Plan
9. Coordinated Health Program ● Student fitness assessment data ● Student academic performance data ● Student attendance rates ● Percentage of students who are Economically Disadvantaged ● Use and success of methods of physical activity ● Other indicators	TEC 11.253(d) Board Policy FFA(Local)	Executive Director of Operations Chief of Student Services Coordinator of Health Services SHAC Committee	District Improvement Plan Strategies CISD Health Webpage Coordinated School Health Info

MANDATE	REFERENCES	PERSON RESPONSIBLE	LOCATION OF IMPLEMENTATION and EVALUATION DOCUMENTATION
10. Student Welfare: Crisis Intervention Programs & Training ● District Program(s) selected from a list provided by TDSHS in coordination with TEA and the ESCs on these topics: o Mental health promotion and positive youth development o Early mental health intervention o Substance abuse prevention o Suicide prevention and suicide prevention including parent/guardian notification procedures o Conflict resolution programs o Violence prevention and intervention programs o Unwanted physical or verbal aggression o Sexual harassment o Harassment and dating violence ● Training for teachers, school counselors, principals and all other appropriate personnel.	Health and Safety Code, Ch. 161, Subchapter O-1, Sec. 161.325(f)(2) TEC 11.252(3)(B)(i) TEC 11.252(a)(3)(E) TEC 11.252(3)(B) TEC 11.253(d)(8) TEC 37.001 Family Code 71.0021 TEC 37.0831 Board Policy FFB(Legal) Board Policy FFH(Legal) Board Policy DMA(Legal)	Executive Director of Professional Development and Social Emotional Learning Director of Counseling Chief of Student Services	[CISD Guidance & Counseling Webpage](#) [Suicide Awareness & Prevention](#) [CISD Professional Learning Department Webpage](#) [FFI (Local)](#) [FFH (Local)](#)
11. Campus Decision-Making and Planning Policies ● Evaluation – at least every two years	TEC 11.251 TEC 11.252(d) TEC 11.253 Board Policy BQA(Local) Board Policy BQB(Local)	Principal Supervisors Campus Principals Campus Performance Objectives Committee (CPOC)	Targeted Improvement Plans - Committees

COORDINATED SCHOOL HEALTH

- Annual fitness assessment
- Health and wellness education for students
- Nutritional monthly emphasis on fruits and vegetables
- Healthy for Life quarterly newsletter for students, staff and community
- American Heart Association wellness program for staff

DROPOUT PROCESS

1. Students who withdraw from a campus must complete a Withdrawal Form which indicates the date of withdrawal, the reason for withdrawal, destination, and is signed by the parent or guardian.
2. Identification lists of potential dropouts will be sent by the PEIMS Department to the campuses near the beginning of each school year.
3. Each student on the list will be located and documentation will be verified by campus officials.
4. Students in danger of not graduating and those who have completed required coursework but not the required state assessments will receive appropriate Dropout Prevention counseling and develop a personal graduation plan which may include interventions, accelerated instruction, or Bridges Academy.

EMERGENCY PREPAREDNESS DRILLS

Ensure all campuses are in 100% compliance as measured by the emergency preparedness drill documentation form.

1. Each campus schedules drills with the Coordinator for Safety & Security and documents the following drills:
   a. Building Evacuation (Fire Drill) – at least one per month for each month school is in session 10 or more days, including one obstructed drill
   b. Lock Down – at least two per year
   c. Severe Weather – at least two per year
   d. Shelter in Place – at least two per year
   e. Reverse Evacuation – at least two per year
   f. Other - includes Bus Evacuation Drill
2. Fire Exit Drills are recorded and submitted annually to the State Fire Marshal Subject: McKinney-

VENTO HOMELESS ASSISTANCE

- The Residency Questionnaire form within the registration will be completed by the parent/guardian and submitted to the campus who will submit to the District Homeless Liaison for verification.
- Crowley ISD guarantees that a family/student can enroll in school if residing:
  a. In a shelter (family shelter, domestic violence shelter, youth shelter, or transitional living program
  b. In a hotel/motel, or weekly-rate housing
  c. In a house or apartment with more than one family because of economic hardship or loss
  d. In an abandoned building or a car, at a campground, or on the street,
  e. In a temporary foster care
  f. In a substandard housing (no electricity, no water, and/no heat)
  g. With friends or family because the student is a runaway or unaccompanied youth
- The District Homeless Liaison provides the Director of Nutrition & Food Services with the names of the students in the district that have been identified as homeless in order to provide Free & Reduced Lunch.
- The following services are made available for students identified under the McKinney Vento Act:
  a. Qualify automatically for Child Nutrition Programs (Free and Reduced-Priced Lunch and other district food programs)
  b. John Peter Smith (JPS) Hospital School-based Clinic located on Crowley ISD Clinic

c. Campus Counselor and designated campus Community In Schools Social Worker assist with obtaining services from community and government agencies and organizations

d. Continue to attend the school in which the student was last enrolled, even if the student has moved from that school's attendance zone or district

e. Transportation provided from student's current residence back to the student's school of origin

f. The availability to contact the District Homeless Liaison to resolve any disputes that may occur during the enrollment process

PREGNANCY RELATED SERVICES (PRS) PROGRAM

1. Identification and verification documents will be completed by campus officials.
2. The following services will be made available to each student eligible for PRS:
   a. Compensatory Education Home Instruction (CEHI) for the regular education student provided by a certified teacher and for the special education homebound student additional PRS contact hours will be provided by a certified teacher, counselor, nurse or social worker.
   b. Counseling services including the initial session when the student discloses the pregnancy.
   c. John Peter Smith (JPS) Hospital School-Based Health Clinic located on a Crowley ISD campus.
   d. Health services, including services from the school nurse and certified athletic trainer.
   e. Schedule modification for instruction (inside or outside the classroom) related to parenting knowledge and skills, including child development, home and family living, and appropriate job readiness training.
   f. Assistance obtaining services from government agencies and community service organizations.
3. Documentation, as defined by the PRS procedures, of each student's participation in the PRS program will be maintained on the campus.

TEXAS BEHAVIOR SUPPORT INITIATIVE (TBSI)

1. Any campus personnel likely to use restraint or likely to use time-out as part of a student's Individualized Education Program and/or Behavior Intervention Plan must receive training in the Texas Behavior Support Initiative (TBSI).
2. The school staff member will complete the first six modules online prior to taking module seven, Physical Restraint. The District adopted restraint training program is Nonviolent Crisis Intervention through the Crisis Prevention Institute (CPI).
3. Before being allowed to register for CPI, the school staff member must provide evidence to the CISD Professional Development Department that they have gone through the first six modules of TBSI.
4. Campus personnel are only required to participate in the online module training one time. The physical restraint training program requires annual training.
5. Personnel called upon to use restraint and who have not received prior training must receive training in the six modules of TBSI and CPI within 30 school days following the use of restraint.
6. Each campus in the District is required to maintain a core team of an administrator, general education teacher and a special education teacher trained in TBSI and CPI.

Suicide Awareness & Prevention

In Crowley ISD steps are taken to empower students at every grade level with protective influences that decrease the likelihood of suicide. These steps are provided in a variety of methods and with age- related considerations.

The elementary and intermediate campuses utilize classroom lessons on the topics of kindness, self- confidence, communication, and perseverance. Each of these traits contribute to a healthy self and supportive relationships. Throughout the school year speakers and programs are presented to the students and staff that promote protective qualities which reduce the risk for suicide.

At the middle School and high School campuses the attributes of kindness, self-confidence, communication, perseverance, and leadership are also imparted in a variety of means. In September, each campus utilizes a Suicide Prevention Week. During this week announcements are shared giving suicide awareness and prevention tools. Students are equipped with information to report concerns regarding peers, family, and themselves. Throughout the school year speakers and programs are presented to the students and staff that promote protective qualities which reduce the risk for suicide.

Additionally, staff on all Crowley ISD campuses are provided training on suicide awareness. Staff are provided basic information for offering support to a student in crisis and ensuring student safety. All Crowley ISD campuses have a procedure to follow when an out-cry or self-harm concern is presented. A student at risk of suicide or self -harm is screened for risk level, a parent or guardian is provided an Emergency Notification that includes external referral sources, and follow up with the student is carried out to ensure support and a healthy welfare of the student.

Parent and Family Engagement Plan

Crowley ISD agrees to implement the following statutory requirements:

- Crowley ISD will put into operation programs, activities and procedures for the engagement of parents and families in all schools with Title I, Part A Programs, consistent with the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents.

- Crowley ISD will work with schools to ensure that the required school-level Parent and Family Engagement plans meet the requirements of the ESEA.

- Crowley ISD will incorporate this plan into its District Improvement Plan.

- In carrying out Title I, Part A parent and family engagement requirements Crowley ISD and its schools will provide full opportunities for the participation of parents and families with limited English proficiency, parents with disabilities and parents of migratory children. Crowley ISD will provide information and required school reports in an understandable and uniform format in a language parents understand.

- Crowley ISD will involve the families of children served in Title I, Part A schools in decisions about how the 1 percent of Title I, Part A funds reserved for parent and family engagement are spent.

- Crowley ISD will provide the following necessary coordination, technical assistance and other support to Title I, Part A schools in planning and implementing effective parental involvement activities to improve student academic achievement and school performance (A) Support from Title I Specialists; (B) Professional development provided to Title I Intervention Teachers by Reading and Math Intervention Specialists; (C) Title I Collaborative Meetings.

- In Crowley ISD, parent and family engagement means regular, two-way and meaningful communication involving student academic learning and other school activities, ensuring that (A) families play an integral role in their child's learning; (B) families are encouraged to be actively involved in their child's education at school; (C) families are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; (D) the carrying out of other activities.

Federal Program Expenditures

All district and campus expenditures related to the following Federal Grants will be utilized for the purposes and intended audiences stated below:

Grant	Purpose and Intended Beneficiaries
Title I, Part A	The purpose of the grant is to help all students meet the state student performance standards by providing supplemental resources to the LEA. The intended beneficiaries are students who experience difficulties mastering the state academic achievement standards.
Title II, Part A	The two purposes of the grant are 1) to increase student academic achievement through improving teacher and principal quality and increasing the number of highly qualified teachers in the classroom as well as highly qualified principals and assistant principals; and 2) to hold LEAs and schools accountable for improving student academic achievement. The intended beneficiaries are teachers and principals, including assistant principals, and as appropriate, administrators, pupil services personnel, and paraprofessionals.
Title III, Part A	The purpose of the grant is to provide supplemental resources to help ensure that children who are limited English proficient attain English proficiency at high levels in core academic subjects and can meet state mandated achievement performance standards. The intended beneficiaries are LEP students, including immigrant children and youth.
Title IV, Part A	The purpose of the grant is to provide: 1) all students with access to a well-rounded education, 2) improve school conditions for student learning, and 3) improve the use of technology in order to enhance academic outcomes and digital literacy of students.
Perkins Grant	The purpose of the grant is to develop more fully the academic and technical skills of secondary students who elect to enroll in career and technical education programs.
Title IV, Part B 21st Century Grant	The purpose of the grant is to provide academic enrichment opportunities during non-school hours for children, particularly student who attend high-poverty and low-performing schools.